

“A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.”

Introduction

It could be said that school and education is an incredibly important element of a child's life and an essential part of their academic and social development (Flook et al, 2005:319). Incidents occur continuously during their educational life and some which will be looked as critical causes or critical incidents. You can consider that a critical cause is significant for learning and essential for an educator as it allows the educator to reflect on the way in which they teach,

*“reflective teaching is therefore essential to a professional approach to practice”
(Tripp, 5:1993).*

Learning class environments have many elements that can impact on learners and how they feel during the day. Different areas can impact on a child and how they respond to learning. Moreover, Tripp (1993) suggests that a critical case comes from a particular event's substance. In addition, it can be said that areas of learning can be researched and the importance of education in specific elements can be explored further. Donaldson's New Welsh Curriculum has four purposes that are imperative to a learning class environment and allows all areas of education to be considered as important as each other.

Observation

A reception class, from the age of four to five years, were observed at a Welsh Primary School of around thirty-two pupils and there were two members of staff, that including a teacher and one teaching assistant.

It was observed that the children were familiar with their surroundings and were aware of the daily routine set for them by the class teacher, this became apparent through the majority of the pupils being conscious that they were to do certain routines in order, such as, set their fruit in the correct place, place their bag and coats in the appropriate position and being aware that there were set areas that they were able to explore before the formal start of the school day began.

“There are good quality resources in all classrooms and staff use these effectively to improve pupils' learning.” (Estyn, 7:2015)

As stated by BERA (2018) it is essential that all education research should be treated with respect for the person or participants that are involved in the research. It is important that confidentiality is abided by in respect for the pupils and classroom staff also.

The children were made aware that there were visitors to the class room and these were introduced in an appropriate and child-friendly way by the class teacher. It appeared on the forefront that the children felt comfortable but curious with the additional members to their classroom and many of them wanting to smile or to talk to the observers of the classroom.

“Body language transcends the spoken word.” (Ford, 2010:13)

As per defined by Stats Cymru (2019) around 25 out of 130 (around 19%) of pupils from the chosen school, are entitled to free school meals and as of Estyn (2015:1) describes, 20% of pupils were considered to have additional learning needs. In comparison the average for all school types in Wales as of January 2019 for free school meals, is 15.4%.

Methodology

Research strategies are commonly used within education, in particular the use of case studies where the researcher will intend to study one case in depth (Burton & Bartlett, 2009:63). Within certain case studies, there will be opportunities for incidents or furthermore, critical incidents to develop or happen. Additionally, critical incidents have been described as being a basic account of a common event that may arise in an everyday professional practice (Tripp, 2011:24-25). Critical incidents have the ability to occur during a case study and can be crucial to the understanding of a certain situation as it gives the opportunity to question agendas for research rather than accepting (Cohen et al, 2011:32). However, a common negative to a critical incident being that the researcher may have a personal agenda thus would influence the incident discussed.

With this, it is important to consider that all appropriate research methods are discussed and evaluated in order to conclude that the most efficient research method has been used. It can be thought that research can be presented as a:

“intensive and purposeful search for knowledge and understand of social and physical phenomena” (Kumar, 2008:1).

In line with this, quantitative research can be briefly mentioned. Quantitative research can be described as when correctness and accuracy is wanted from the research and where a more scientific approach is chosen (Robson, 2011:18-19).

Additionally, qualitative research can be defined as a way to gather people's own words, records of people's behaviours and a way to gather descriptive data (Bogdan; DeVault and Taylor, 2016:4) and as Kumar (2014) advised, a case study can be considered predominately a qualitative research method.

Stake (1994:236-77) cited that there were three forms of case studies; intrinsic, instrumental and collective. Intrinsic and instrumental is where the emphasis is within the case and then

collective emphasising within and across cases. When looking at observation and critical incidents, it can be said that the instrumental case study is the most applicable due to it looking further into an issue or a theme (Creswell, 2014:494).

Alongside various educational research methods, there are both advantages and disadvantages. Case studies can be a research method that delves further into a realistic situation and can be seen as having strength in its reality (Cohen et al, 2011:292). Looking at educational research, case studies allow the researcher to capture unique features of a situation (Cited in Cohen et al, 2011:292 by Nisbet and Watts, 1984:79-92). On the other hand, case studies could be thought to be researcher bias, due to the observed being the observers view or interpretation and with an opinion playing a part in the conclusion. Furthermore, some may consider a case study a way that the situation or incident may have happened coincidentally and that may then question the validity of the research conducted.

“It is suggested that a case study is a situation that will be studied in detail using methods that will be most applicable to the situation in hand.” (Punch, 2009:119).

For this, a critical incident technique through a case study has been used.

Four Purposes

Throughout the observation, a critical incident occurred during the introductory part of the morning session. In this school, it is evident that there are attempts to incorporate Donaldson's New Welsh Curriculum 2022 into their teaching and learning practices.

Before the children sat on the classroom carpet, the children were confident in exploring the different learning areas in the classroom as they waited for the school day to begin. It was apparent on the forefront that most of the children were familiar with this practice as they instantaneously gravitated towards the certain set areas that had been placed by the classroom teacher and classroom teaching assistant.

During this session, the children were sat on the classroom carpet whilst the teacher and the teaching assistant went through the morning routine of confirming whether they were to have sandwiches or school lunch during lunch time, singing Welsh songs and who was present or absent for the school day. Many of the children were pleased that they were able to correspond in Welsh to the class teacher when asked a question.

It became apparent that 'Girl A' had begun to cry at the back of the classroom as the introductory part of the morning session was coming to an end, this has been chosen as the critical incident. The classroom teacher encouraged 'Girl A' to come and sit in the front of the classroom next to the classroom assistant, in a way to comfort her as she appeared to be upset. During this time 'Child A' continued to cry, this is when the classroom teacher invited

her to sit next to her, in a way to reassure her. The classroom teacher hugged the young child and gave her 'special cushion' that she was able to sit on until the end of the session and was eventually able to choose a friend that she would feel comfortable with in order to complete the next task. The remaining children were discussing the Welsh word 'diolch' (meaning 'thank you') and how best to put it into context and how it was linked to the book that they had read, called 'Noah's Ark' (See Appendix 2). Further conversations with the classroom teacher emphasised that the child had not been with this class previously, as her peers had previously been in the Nursery class together. It was further discussed that the child had three older siblings and her parents had important careers and would have to spend much of their time working, then that would in turn have an impact on their way of living and the ability to buy materialistic objects, such as toys and items that may be of an expense. The teacher explained how she put interventions in place to ensure 'Child A' (see Appendix 1) would not feel as she had today; these interventions included the child sitting next to the teacher the following day, to ensure the child had her chosen peer next to her and give her the 'special cushion' that she had been given on the day in question.

Furthermore, Donaldson's four curriculum purposes are at the foundation of new learning and teaching. He clarifies that learners should be:

- *"ambitious, capable learners, ready to learn throughout their lives";*
- *"enterprising, creative contributors, ready to play a full part in life and work";*
- *"ethical, informed citizens of Wales and the world";*
- *"healthy, confident individuals, ready to lead fulfilling lives as valued members of society".* (Donaldson New Welsh Curriculum, 2022)

Through looking at this critical incident Donaldson's 'four purposes' can be looked in further depth, in particular Ambitious, Capable Learners and Healthy Confident Individuals. Without the classroom teacher's interception, whilst the child displayed to be upset, the child may have been unable to learn ambitiously due to her being unable to emotionally sustain a learning environment. Secondly, to be healthy, confident individuals can be considered, as the incident highlighted the lack of confidence that the child may have felt due to her being unfamiliar to her new school, having new peers and a new daily routine she would have had to adapt to at four years old.

Literature Review

A child's well-being as a whole is paramount to their ability to learn and to manage emotionally through every-day tasks and situations (Donaldson, Draft Curriculum for Wales 2022). With that being said, the observed incident has triggered these two areas, which can

be further explored; transition and well-being. The two often intertwine and at times can support each other regarding a learning environment, teaching and the ability to analyse incidents within the school setting.

Bronfenbrenner (1979:25) mentions the importance of “mesosystems” and describes that it is formed when the child is moved into a new setting. It further explains how the child partakes actively in these settings, such as home and school and the effects these have on the individual.

By looking at transition, transitions within education and the children involved, it has been said to be an event that is life changing for a child (Symmonds, 2015:1). A child is considered to be of compulsory school age at 5 years old:

“A person begins to be of compulsory school age—

(a) when he attains the age of five, if he attains that age on a prescribed day, and

(b) otherwise at the beginning of the prescribed day next following his attaining that age.”

(Education Act 1996, Section 8).

It is accepted that transition is part of existence for children and at times this can begin before the age of three. Children are continuously transitioning throughout their young lives; where it can be between home, nursery/child minder or once they are at of compulsory school age they are probable to transition from home, breakfast club, school, play times and after school clubs and subsequently having numerous daily transitions (Dunlop and Fabian, 2007:4). Some children will adapt differently to these situations with taking home life, classroom teachers, teaching assistants and/or peers into account, where some children, it could be said, would find it difficult to be able to adapt to the school day and to engage in their education – as was observed (see Appendix 1).

The Statutory Framework for the Early Years Foundation Stage (EYFS – 2012) describes, in effect, the ability to be ready to begin to learn (Grigg, 2015:152). It has three principles which is emphasised in DfE (2012:3):

- Every child is unique and continues to be resilient, to learn, be confident and self-assured.
- Through positive relationships they are able to be independent and able to adapt well in learning and enabling environments.
- Children progress in different ways and at different rates.

It can be considered that these principles are at the foundation of a child's well-being (Grigg, 2015:152).

Within the observed critical incident, it was discussed that Child A has three older siblings, which can be said to have a significant influence on a child's self-esteem (Lawrence, 2006:44). It's suggested that self-esteem can vary from situation to situation, depending on the individual (Kernis, 2006:158). Additionally, Bruner's Modal Theory of child development explains how the process of representation where children learn gradually by the teacher instinctively working on the child's capability.

As mentioned previously, transitioning is a part of a child's educational life, but what can be considered is the importance of the classroom teachers' role and how they adapt to that child's feelings throughout this period. Furthermore, Grigg (2015:19) states that the impact of the teacher's personality and how they present their work has been continuously recognised and later states that a frame of mind will allow them to become successful; one (of seven) of which is:

"to demonstrate compassion, hope and belief in others" (Grigg, 2015:49).

As observed, it is considered that the teacher's interception was paramount to this incident due to the child being able to complete the school day positively (Appendix 2).

".. social climate that children experience at school contributes to their psychological adjustment and school performance and should not be ignored." (Flook et al, 2005:326)

Argyle (1994) found that a child's self esteem could be influenced easier by an individual who has a status and thus emphasising the importance of the class teacher and how interventions as was observed, had on the critical incident discussed. Children can understand genuineness and although it can at times be developed, it is a quality that comes with an individual's personality. To be genuine creates an opportunity to be an open person and not having to hide behind the importance of being the teacher (Lawrence, 2006:69). In addition, empathy from the teacher plays a key characteristic in children's attainment and ability to learn (Lawrence, 2006:71).

One of Donaldson's four purposes (New Curriculum for Wales, 2022) expands that the child's wellbeing is paramount to their school existence and learning experience. Many children will attend school with an all-ready self-concept from their learning experiences, this could further have an influence on how they enter school, to which some may already have low self-esteem (Lawrence, 2006:41).

"Creating a positive environment for learning so your classroom is a safe, respectful and engaging place will minimise difficulties..." (Wyse and Rogers, 2016:247)

A familiar concept that has come to light in recent years within education is the need to use peer support and befriending programmes. In context, the aim is to enhance self-confidence of children by means of using another child to support and be-friend the individual in

question. It is said that children feel empowered when having this role of being a supportive peer and there has been evidence to say that the child can become more accepting (Lawrence, 2006:124). It can be described as a simple but effective way of intervening in a situation such as was observed (Appendix 1), where the emotions of the child could have escalated and impacted on her learning throughout the school day (Tripp, 1993:121).

As suggested previously, well-being has become a significant part of the new Welsh Curriculum. Within Local Governments (LA) there are support services that enable schools to allow children to access additional provision regarding enhancing their self-esteem, well-being and any other support needed for their welfare. Team Around the Family in Schools (TIS) is a provision where Swansea's Local Government is giving support to primary school children as an enhancement of the support given in Team Around the Family (a service that gives a co-ordinated support to the family as a whole as a prevention for any escalation within difficult family dynamics or needs within the family). <https://www.swansea.gov.uk/taf>.

Intervention of the teacher in the observed critical incident has played an imperative role in the child's ability to manage, in respect to her learning and emotional welfare, throughout that school day. Ensuring the child was comforted played an integral role in allowing the child to continue with her day in a positive manner. The ability to be aware of when and how to intervene is a crucial part of a learning environment within the Early Years (Grigg, 2015:157) and can fundamentally determine the child's enjoyment and comfortability whilst they reside in school, which is the majority of their day.

Reflection

Through the evaluation given to the critical incident, it is clear that there are many areas that can be and have been explored and discussed. The child crying at the introductory stage of the school day has led to an in-depth discussion of theory and teachers' influence on children's emotional welfare and their ability to be able to learn.

Tripp (2011:8) suggests that a teacher that is able to analyse their practice and is therefore able to justify their professional judgement, is considered a 'diagnostic teacher'.

With the incident in question, it has become apparent that the teachers' interventions at the time prevented any further escalation of the child's emotional well-being and Child A was able to continue to learn and progress positively throughout the day. The teacher was aware that at the age of 4 years old, the child was likely to find the transition into full-time education difficult and that she had not been familiar with her peers before this time, a disadvantage she had in comparison to the other members of the class.

The classroom teacher in question had used a befriending system, where the child was able

to choose a peer she would feel comfortable with to complete the remainder of the task. Child A appeared to be comforted by this. With that being said, there are some difficulties that may arise with this in regard to reliability on the chosen peer. Discussions with the classroom teacher after the critical incident, highlighted that this may become a situation where reliability will become an issue and that it is not always an effective way to deal with certain situations in the long term.

Barentsen et al (2013:12) describes the way that we would use 'common sense' in a way to reflect. This would describe a way where we would use our own thoughts on how a child had behaved, how we dealt with it and how we would react or better the situation the next time. The class teacher used this effectively in regards to responding to the child immediately and instantly reflecting on how she would prevent this situation happening again. She was able to do this by introducing the 'special cushion', 'buddy system' and ensuring that the child would be sat next to her during that week, for the child to be comforted.

Tripp (2012:12) puts forward an idea of a level of awareness and the aspects of awareness will then allow us to critique ourselves in our teaching practice. To evaluate, the teacher was able to look at her practice in regards to the child and her emotions and move forward in a way to allow the child to be able to settle better. Furthermore, the intervention implemented for the following days had allowed the child to be comfortable and to be an active learner from then on.

Conclusion

In conclusion, the observed has highlighted the importance of looking at, what some may say, the 'finer' details in teaching practice. It has highlighted the importance of not only the incidents that may appear to be obvious within the teaching practice but the importance of the smaller details that are needed to be looked in to.

Evaluating critical incidents allows an incident to be looked further and allows an understanding of the significance of a situation (Tripp, 2012:8). It's an opportunity for teachers to reflect on practice (Barentsen et al, 2012) and allow for development in their teaching and to better overall practice.

Through looking at observation as a whole it is essential to understand the rights of the learners (BERA) and confidentiality of the place and children observed. Anonymity is paramount and this leads into professionalism as an observer and furthermore a teacher. Donaldson's New Welsh Curriculum (2022) highlights all key areas that have allowed the environment of the child observed and for the critical incident to be dealt with professionally and accordingly. Donaldson's New Curriculum has reinforced the importance of well-being, to which has allowed the observed child, because of the effective intervention of the teacher,

to have the opportunity to be able to continue her school day comforted and able to be a focused learner. The observed has given an experience of how effective Donaldson's four purposes can be in a classroom by taking into consideration a cross curriculum approach. A critical evaluation of the critical incident observed has concluded that in order for a child to be able to learn, their well being is paramount. The observed evidences the importance of this and the positive effect it can have on their ability to learn daily and continue to do so throughout their school experience.

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Sesiwn Ymlacio – Plentyn yn gorwedd yn llonydd.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	Teimlaf fod y sesiwn hyn wedi bod yn llwyddiannus wrth i'r plant ymateb yn dda yn ystod y bonedau yr oeddent yn cymerid rhan. Roedd Bachgen Ac wedi ymateb yn gyflym ac yn sydyn ar ôl i'r athrawes gofyn iddynt, i gymharu gyda'r dosbarth yn gyfan. Rwy'n teimlo fod pwrpas y sesiwn wedi cael i fforch lenwi achos gwnaeth y plant ymlacio tipyn ar ôl iddynt fod tu fas yn chwarae ar y buarth.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" <i>"Can you list the aspects of the incident in the context of learning?"</i>	Er wnaeth unigolyn yn ymateb yn dda tuag at y sesiwn hon, wnaeth rhai plant gweld yn anodd canolbwyntio ar gyfarwyddiadau'r athrawes. Wnaeth Bachgen A chadw ei llygaid ar gau yn hollol am tua 5 munud wrth i'r athrawes siarad a chael iddynt ymlacio. Mae hwn yn datblygu sgiliau gwranddo, llythreniad, llafar Cymraeg ac yn olaf sgiliau dilyn cyfarwyddiadau.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Teimlaf fod y gwers yn rhoi cyfle i'r plant cael amser i ymlacio yn ystod y dydd ac yn cael siawns i fod yn meddwl ben eu hunain.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Roedd y plant yn gweld yn anodd ffeindio lle addas i orwedd yn cloi ar ôl i'r athrawes gofyn iddynt achos nad oedd llawer o le ar y carped i'r plant i gyd orwedd yn fflat. Efallai fydd yn fwy addas i'r plant defnyddio fwy o'r llawr y dosbarth nid yn unig y rhan carped.
Y profiad newydd / Transformed experience	

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Dosbarth Derbyn – Merch yn llafain

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	Plant yn cadw sylw at y gweithgareddau yn ystod y sesiwn cyntaf. Wnaethai cael i gymerid gan syndod pan ddechreuodd 'Merch A' i lefain. Teimlais fod y plant gyda pherthynas gyda'r athrawes a chynorthwydd dysgu wrth i'r 'Merch A' ddod at y cynorthwydd dysgu ac wedyn yr athrawes. Roedd yn bleser i'w weld y plant yn ymateb at yr athrawes pan yr oedd yn gofyn cwestiynau yn ystod y rhan cyntaf o'r dydd.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" <i>"Can you list the aspects of the incident in the context of learning?"</i>	Roedd y plant yn blas iawn gyda'r ymatebion rhoddasant yn Gymraeg i'r athrawes pan ofynnodd yr athrawes yr ydynt yn frechdanau neu yn ginioyn y dydd hwn. Mae'r plant yn datblygu llafar Cymraeg iawn ar ôl dod o gytrefi sydd dim ond yn siarad Sbaeneg yn y tŷ gyda'i rhieni. Merch 'A' fodlon ymateb pan roedd yn eistedd drws nesaf i'r athrawes.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	All yr athrawes datblygu llafar Cymraeg y plant gan ailadrodd yr un cwestiynau bob bore ac iddynt ddeall beth yr ydynt yn dweud yn y Gymraeg yn llafar bob dydd. Ar ôl cael sgwrs gyda'r athrawes, weddodd hi ei fod yn mynd i'r rhoi'r 'clustog goch' iddi eto, i sicrhau ei fod 'n gyfforddus yn adeg gyntaf y dydd.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Wnaeth yr athrawes adrodd ei fod yn mynd i wneud yn siŵr fod 'Merch A' yn eistedd yn agos ati ar ddechrau'r wers i sicrhau ei fod yn teimlo'n hamddenol ar ddechrau'r wers ac i'r teimlad i fynd ymlaen yn ystod y dydd.
Y profiad newydd / Transformed experience	



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 02.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Plentyn B yn lliwio gwaith.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	Teimlais fod yr plentyn wedi cael digon o'r tasg ar ol iddo dechrau lliwio mewn yr tri arth ac y roedd eisiau wneud yn siwr ei fod yn heriol am y gweithgaredd.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" <i>"Can you list the aspects of the incident in the context of learning?"</i>	Cadw her yr plentyn yn ystod yr gwrs ac yr gweithgaredd wrth ailadrodd gyda geiriau positif iddo. Roedd y plentyn yn deall yr gweithgaredd achos cadwdd i gwblhau'r gweithgaredd ond yn araf ac ddim gyda her. Gwnaeth dweud geiriau positif amdano ei gwaith gwneud i'r plentyn cario ymlaen gyda'r gweithgaredd ac yn gwneud iddo cwblhau lliwio'r tri arth ac Elin Belen.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Byddaf yn defnyddio geiriau cadarnhaol i'r plentyn i sicrhau fod ei sylw at y gweithgaredd. Cadw'r plentyn mewn grŵp bach o blant i sicrhau ei fod yn cadw cael adborth cadarnhaol yn ystod y gweithgaredd.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	I sicrhau fod yr plentyn yn cwblhau'r gweithgaredd yn cyntaf ac yn y bore i rhoi siawns iddo i cwblhau'r gweithgaredd pan yr ydy gyda digon o egni. I sicrhau fod athrawes yn agos iddo i annog i cwblhau'r gweithgaredd y gwrs.
Y profiad newydd / Transformed experience	



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Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 02.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Plentyn B yn lliwio gwaith.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Teimlais fod y gweithgaredd yn herio'r plant ac yn gwneud iddynt feddwl am y wahanol faint yr oedd yn cysylltu gyda bob arth.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Cadw her yr plentyn yn ystod yr gwers ac yr gweithgaredd wrth ailadrodd gyda geiriau positif iddo. Roedd y plentyn yn deall yr gweithgaredd achos cadwdd i gwblhau'r gweithgaredd ond yn araf ac ddim gyda her. Gwnaeth dweud geiriau positif amdano ei gwaith gwneud i'r plentyn cario ymlaen gyda'r gweithgaredd ac yn gwneud iddo cwblhau'r lliwio'r tri arth ac Elin Belen.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Byddaf yn defnyddio geiriau cadarnhaol i'r plentyn i sicrhau fod ei sylw at y gweithgaredd. Cadw'r plentyn mewn grŵp bach o plant i sicrhau ei fod yn cadw cael adborth cadarnhaol yn ystod y gweithgaredd.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	I sicrhau fod yr plentyn yn cwblhau'r gweithgaredd yn cyntaf ac yn y bore i rhoi siawns iddo i cwblhau'r gweithgaredd pan yr ydy gyda digon o egni. I sicrhau fod athrawes yn agos iddo i annog i cwblhau'r gweithgaredd y gwers.
Y profiad newydd / Transformed experience	



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NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 26.09.19 - Appendix 1
Manylion y wers: - Dosbarth derbyn - plant ar y carped yn gwneud y cofrestr am cinio neu brechdanau. Plant wedi canu ac eistedd lawr yn erbyn hyn. - Mynd ar draws y gwrs a wnaeth yn gynharach - adnabod a ddefnyddio'r gair diolch.
Diwylliant ar lawr dosbarth (Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?) - Plant yn eistedd yn llonydd ar y llawr. Rhai plant yn troi neu yn sibwrdd i ei gilydd. Plentyn yn ymateb oes mae plenty arall yn absennol a rei rhan. - Plant yn ymateb gyda'i dwylo i fynny oes yr ydyn yn gwybod yr ateb i'r cwestiwn neu yn eisiau ateb y cwestiwn. - Plentyn tu ol i'r dosbarth ar y carped yn llefain.
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) - Pwrpas y gwrs yw i adnabod y gair diolch a gweithgareddau yr ydyn wedi gwneud yn cynharach i gael a gwblhau. - Plant i ddechrau adnabod y gair diolch ac i ddefnyddio yn y man cywir.
Cyfarwyddyd (Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) - Plant yn ymateb i'r athrawes gan ymestyn ei llaw i fynny. - Gweithgaredd gyda'r plant - adnabod y gwahaniaeth rhwng 'llysiau' a 'ffrwythau' ac i ymarfer ddweud y gair 'diolch' yn y man cywir. Plant yn ymateb ac yn cwblhau'r gweithgaredd yn annibynol. - Merch 'B' yn eisiau sillafu'r enw yn cyfan er enghraifft, 'banana' wrth gwrando i'r synnau nid yn unig y llythyren mae'r gair yn ddechrau gyda.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) - Rhai o'r plant yn symud ar y carped yn ystod y cyflwyniad - chwarae gyda sticeri ar y llawr. - Athrawes yn dweud 'byddwn ddim yn hir plant', 'da iawn yn eistedd yn llonydd'.



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- Rhan fwyaf o'r plant yn codi ei law ar ol i cwestiwn cael i ofyn.
- Cynorthwydd dysgu yr dosbarth yn gofyn i plenty 'C' i ddod i eistedd o flaen yr plant eraill ar ol iddo siarad i ei ffrind.
- Yn ystod y gweithgaredd, wnaeth 'Plentyn D' ymarfer siap y llythyrennau pam yr oedd yn swyno'r geiriau o'r llyisiau a ffrwythau allan. Ar ol wneud hwn, ysgrifennodd yr llythyren cyntaf o'r llys neu'r ffrwyth.
- Esboniais bod rhaid torri a gludo i'r grwp bach 3 o blant - a wnaethon gwneud yn syth heb gorfod esbonio fwy nag unwaith.

Asesu

Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?

- Athrawes yn defnyddio'r cynorthwydd dysgu.
- Gofyn cwestiynnau yn ystod yr gweithgaredd ac yn asesu faint o dealltwriaeth sydd gyda nhw.

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

- Merch yn eisiau sillafu yr geiriau yn llawn i gymharu gyda'r plant eraill yn y grwp.
- Merch yn llefain ar cefn y dosbarth.



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NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 26.09.19 - Appendix 2
Manylion y wers: - Plant ar y carped yn cael amser i ymlacio. Cerddoriaeth i ymlacio cyn yr sesiwn prynhawn.
Diwylliant ar lawr dosbarth (Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?) - Yn ystod yr sesiwn hon, wnaeth rhan fwyaf o'r dosbarth canolbwyntio ac yn dilyn yr pwyntiau wnaeth yr athrawes dweud wrtho.
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) - Canolbwyntio ar lles yr plant ar ol iddynt bod mas ar y buarth yn ystod amser cinio. Athrawes eisiau i'r plant i deimlo'n hamddenol i sicrhau allwn canolbwyntio ar yr gwrs yn y prynhawn.
Cyfarwyddyd (Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) Rhan fwyaf o'r disgyblion yn gallu dilyn y cyfarwyddiadau yn ystod y sesiwn hon. Rhai o'r plant yn ymateb yn fwy gwell i'r gweithgaredd i gymharu â'r plant eraill.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) - Rhai plant yn gweld yn anodd aros yn llonydd yn ystod y sesiwn.
Asesu Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu? - Plant yn ymateb yn iawn i'r cyfarwyddiadau gan yr athrawes yn ystod sesiwn fer cyn sesiwn iawn yn y prynhawn.
Manylebau / Achosion Beirniadol Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod? - Bachgen yn cadw ei llygaid ar gau am tua 5 munud.



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NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 02.10.19 - Appendix 3
Manylion y wers: - 3 arth a Elin Benelin -Stori yn cael i ailadrodd ar y sgrin gwyn. - Can amdano'r 3 arth yn cael i chwarae. - Llyfr am y tri arth yn cael i darllen i'r dosbarth am yr ail dro.
Diwylliant ar lawr dosbarth (Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?) - Plant yn eisiau cwblwylhau'r gweithgaredd a rhai yn eisiau gwneud y gweithgaredd yn sydyn.
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) - Pwrpas yr gwers yw i adnabod y gwahaniaeth rhwng gwahaniaeth maint (arth mawr, arth bach ac arth pitw). Arfer torri allan ac yn gludo. Adnabod lliwiau cywir i yr anifail. - Rhaid i'r plant lliwio yr arth i fewn yn brown, adnabod pa un oeth yr arth fawr, arth fach ac arth pitw ac i adnabod pa bowlen, cadair a gwely oedd yn mynd gyda'r arth cywir.
Cyfarwyddyd (Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) - Rhai plant ddim yn adnabod y trefn yr roeddwn yn gorfod gwneud y gweithgaredd ond unwaith cafodd i ei ailadrodd wnaeth y plant yn deal y gweithgaredd. Rhaid ailadrodd yn ystod yr gweithgaredd i wneud y rhestr o'r gludo. Plant yn gallu ateb y cwestiynnau amdano'r stori 3 arth.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) - Rhai myfyriwr wedi gweld y gweithgaredd yn fwy hawdd ac yr oeddwn yn gallu cwblwylhau yr gweithgaredd heb cael rhy gormod o gymorth.
Asesu Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?



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- Gofyn cwestiynnau am yr stori. Pa un syn cysylltiadwy gyda pa maint e.e ydyr cadair bach yn mynd gyda'r arth fawr?
- Pa trefn mae'r stori yn mynd? Cadair, gwely neu bwyd cyntaf?
-

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

- Plentyn ddim yn eisiau cwblhau y gweithgaredd.
- Plentyn yn gofyn oes allwn gwneud yr gweithgaredd penodol yn lle gwneud y heriau o amgylch y dosbarth.



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NODIADAU ARSYLWI / MAES

(Cwestiynau wedi eu haddasu o Fletcher Wood (2016))

Dyddiad: 02.10.19 - Appendix 4
Manylion y wers: Manylion y wers: - Plant ar y carped yn cael amser i ymlacio. Cerddoriaeth i ymlacio cyn y sesiwn prynhawn.
Diwylliant ar lawr dosbarth (Ydy'r myfyrwyr yn canolbwyntio ar ddysgu?) - Yn ystod y sesiwn hon, wnaeth rhan fwyaf o'r dosbarth canolbwyntio ac yn dilyn y pwyntiau wnaeth yr athrawes dweud wrtho.
Amcanion (Oes pwrpas clir i'r wers? Sut mae gweithgareddau'r wers yn hyrwyddo'r pwrpas hwnnw?) - Canolbwyntio ar les y plant ar ôl iddynt fod mas ar y buarth yn ystod amser cinio. Athrawes eisiau i'r plant i deimlo'n hamddenol i sicrhau gallwn ganolbwyntio ar y wers yn y prynhawn
Cyfarwyddyd (Ydy'r myfyrwyr yn glir am beth maen nhw'n ei wneud a sut i'w wneud yn dda?) - Rhai myfyrwyr yn gorfod cael i promptio i cofio beth i gwneud nesaf yn y tasg. - Rhai plant yn cwblhau'r tasg o lliwio'r arth i fewn yn annibynnol/rhai plant yn gorfod cael i promptio i orffen pob arth. Rhai plant yn gallu adnabod pa gwely (gwely mawr, bach, pitw) ond rhai yn gorfod cael i cwestiynnu i ddechrau adnabod rhai or gwahaniaeth maint y roedd yn mynd gyda pob arth.
Mynediad a her (Ydy pob myfyriwr yn gallu dilyn y wers? A gaiff pob myfyriwr ei herio?) - 4/5 o'r plant yn gofyn i ddechrau'r tasg pan y roeddwn yn gorfod gwneud gweithgareddau o amgylch yr dosbarth. - Plant yn hoffi'r stori o'r tri arth ac Elin Benelin wrth ailadrodd y stori yn ystod yr cyflwyniad.
Asesu Sut mae'r athro yn asesu dealltwriaeth myfyrwyr cyn, yn ystod ac ar ôl y wers? Sut y defnyddir hyn wrth addysgu?



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- Gofyn cwestiynnau yn ystod y cyflwyniad/ ailadrodd yr stori 'Y tri arth' gan canu, darllen y stori a canu i'w wneud â'r thema.
- Ydy'r plant yn deall y wahaniaeth rhwng maint gwahanol.

Manylebau / Achosion Beirniadol

Oes adegau ac enghreifftiau trawiadol y byddai'n ddefnyddiol eu trafod?

- Athrawes yn ailadrodd yr gwaith a'r geiriau penodol y tasg ac yn gwneud yn siwr bod yr plant yn ddod i adnabod yr patrymau.
- Ailadrodd yr wahanol maint or arth yn ystod yr tasg.

